

# NORWOOD GREEN INFANT & NURSERY SCHOOL

With Centre for the Deaf



Love, Laugh & Learn Together

Policy: Special Needs

Co-ordinator: D. Parker

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# Norwood Green Nursery and Infant School with CFD

## Special Educational Needs and Disability (SEND) Policy

1. Norwood Green Infant's school is fully committed to inclusion. The objective of the Governing Body is to provide a fully inclusive environment so that all pupils, irrespective of need, can reach their potential and receive their educational entitlement. This is achieved through careful differentiation and assessment in all areas of the curriculum. Supportive pastoral systems and clear and consistent behavioural policies are effective in ensuring equal access and underpin the specialist special needs work in our school. Additional teachers and highly skilled teaching assistants work throughout the school to support Hearing Impaired pupils and those identified as having other special needs and are central to the creation and implementation of individual learning plans (ILPs) and statements. The school is wholly dedicated to inclusion and we are fortunate to see this reflected in the work with our Hearing Impaired pupils, who play a central role in the life and ethos of their respective classes.
2. The Special Educational Needs and Disability Co-ordinator (SENDCO) provides leadership to monitor provision and ensure the needs of all SEND pupils are met. All teachers are responsible for the provision of education for pupils with SEND at the school.
3. All staff contributes to the education of pupils with special needs. Teachers and teaching assistants meet regularly with the SENDCO to review and plan individual learning plans and discuss strategies. Outside agencies including the Special Educational Needs Sensory Service (SENS) speech and language therapy (SALT), occupational therapy (OT) and the educational psychology service (EPs) liaise regularly with school to ensure access and best practice. Parents/carers are invited to play a full role in the SEND process where their views and concerns are taken into consideration and therefore impact directly on the provision offered. Wherever possible pupils' views are also taken into account.
4. Admission arrangements for pupils with SEND who do not have an Education, Health and Care Plan (EHCP) differ in that their additional needs, if identified, should be disclosed prior to the completion of their registration to ensure appropriate provision. The school has a commitment to pass all SEND records on to the next setting and the SENDCO meets annually to discuss SEND issues with colleagues in our attached junior school. There is very close liaison between the two schools to ensure continuity and progression.
5. The school is proud of its reputation as being an example of excellent special needs practice. The school's centre for Hearing Impaired pupils is central to this and epitomises our welcoming and inclusive ethos.
6. There is good access provision for special needs pupils including those who are disabled. This includes wheelchair access, disabled toilet facilities and rooms soundproofed with acoustic tiling.

7. The SENDCO manages many specialised resources, which are held centrally. However, as the need arises, these are distributed to support individual learning. Children are placed in appropriate intervention groups following a whole school audit or special education needs and individual assessments.
8. Pupil attainment and progress is assessed and monitored by the adults working with them. If concerns arise, the special needs co-ordinator is available to offer support, advice and suggest interventions as appropriate. Once pupils are identified as having special needs, they are assessed according to criteria as set out in the statutory guidelines and the appropriate levels of support put in place. Interventions are provided accordingly within school and pupils with greater needs receive assessment and specialist support and advice from external agencies. Following specialist advice, it may be felt that the child requires an Educational Health Care Plan (EHCP), entitling them to centrally held funding and hence increased levels of 1:1 adult attention. The referral process is managed at all levels by the special needs co-ordinator.
9. Curriculum differentiation is integral to effective teaching and learning and is explicit in our planning in all subjects. This allows pupils to be taught outside of age-related expectations and ensures they receive a broad and balanced curriculum. It is important that no child is misapplied from any subject by always withdrawing them at that time for additional SEND support lessons.
10. All pupils, irrespective of need, are fully included in all aspects of their class and school life and given opportunities to develop confidence and ability in line with peers. However, where it is clear that a child is struggling to access mainstream education, a plan has been put in place to enable inclusion.
11. Progress of pupils with special needs is carefully monitored by staff on a regular basis. Pupil targets are reviewed and set in collaboration with parents, pupils and outside agencies on a termly basis. Analysis of trends and progress is reported termly to the full Governing Body along with the strategies used, staffing, planning, statutory arrangements and differentiation and their impact on the raising of standards. The SEND governor meets regularly with the SENDCO to discuss practice and initiatives currently undertaken in the school.
12. Arrangements for complaints regarding the provision for pupils with special educational needs are in line with the general school's complaints procedure.
13. Ongoing in-service training in all areas of special needs is provided by the school and the local education authority.
14. This policy will be reviewed in line with the agreed school review cycle.

## **Appendix 1**

### **Children with EHCPs and those going through the Statutory Assessment Process**

All children are treated equally while having their differences acknowledged and respected. Norwood Green Infants recognise that children with significant needs may view the world and their environment in an individual way which may be different from that of their peers. We have a commitment to inclusion which includes the following, as appropriate;

- To create a warm, caring and well organised learning environment.
- To present children with challenges that will equip them to realise their full potential.
- To develop self-esteem and independence.
- To be ambitious and have high expectations for our children.
- To remove barriers to their learning.
- To make reasonable adjustments to enable participation and inclusion.

#### **Resources**

To enable inclusion each child will be provide with the following;

- A box with items that are significant to the child.
- Visual timetable to allow them to participate in class activities.
- Visual cards so that they can express their needs and understand what is occurring in their class.
- A quiet area where they can go if they are feeling overwhelmed.
- If the child is not ready to join the class (e.g. when they enter in the morning), an activity should be set up to help them settle.
- A work station should be set up in the class, as appropriate.
- Home school book.

Class teachers will need to set up a routine for the child and share this with parents.

The SENDCO will be available to provide support for the child, parents and teachers.